



## News and Views

Issue No. 8 Nov. 15, 1977.

PUBLISHED BY INFORMATION SERVICES, LOYOLA STUDENTS' ASSOCIATION, CONCORDIA UNIVERSITY

The next issue of Focus should be appearing Wednesday, November 30, 1977. We would welcome any news you might wish to make known to the general L.S.A. membership. The deadline for submissions for Issue 8 of Focus will be Monday, Nov. 28, 1977. Submissions should be placed in the mailbox marked Information Services or you can drop by Room 309 and let Anne or myself know what you would like to have featured in the newsletter.

\*\*\*\*\*

### General Assembly Planned

The L.S.A. is planning a general meeting for November 22, 1977. It will be held in the Campus Center beginning at 12:00 noon. The meeting will feature short presentations by various L.S.A. executives, followed by a question and answer period. Also at the Assembly a vote will be taken on the Auditor's Financial Statement as well as a vote on who will be next year's auditors for the L.S.A. We strongly urge people to attend this meeting. It should be an interesting as well as informative session. I'm sure everyone would like to know just exactly what's going on in the L.S.A. and we would certainly like to see and hear from all our fellow students. So why not drop by the Campus Center on Tuesday, November 22nd at 12:00 noon and take part in this important meeting.

\*\*\*\*\*

### Better Teaching Bureau

The Better Teaching Bureau sponsored by the Education Department of the L.S.A. has begun operation. The bureau's main job will be to look into complaints made by students in the areas of teaching skills, course content



## Focus 2

value of required readings and the method of evaluation. The object of the B.T.B. is to give students a vehicle to register complaints about courses they are presently enrolled in and to provide the professor with feedback on his or her teaching abilities.

The ultimate goal of the Bureau is to aid in the improvement of any or all the above mentioned areas. The point being that once a professor is aware of any negative reaction to a course he or she is teaching they may try and rectify the situation. This is an optimistic viewpoint, of course, as some professors will never change no matter what kind of feedback they get from their students. On the other hand, there are many others who are more than willing to give in order to accomodate students' needs and wants. The Better Teaching Bureau will endeavor to aid that accomodation.

The vehicle of approach established by the B.T.B. is a very open-ended questionnaire which will enable students to fully express their complaints. The forms together with a cover letter of explanation will be available through the L.S.A., the various member Association executive offices and the Ombudsman.

The Bureau guarantees the complete anonymity of all and will be the responsibility of "Teaching Advocate" Peter Mispelkemp, who is also President of the Loyola History Students' Association. A copy of the draft form is included at the back of this issue of Focus for your study.

\*\*\*\*\*

### C.U.S.A.: First Assembly Meeting Report

After five years on the drawingboard, the Concordia University Students' Association held its first Assembly meeting last Monday. At that meeting John Mathewson, former D.S.A. President was elected President of C.U.S.A. There were also some changes made to the C.U.S.A. constitution increasing the representation of part-time students from 2 to 3 and also granting part-time students on the Assembly the same status as full-time ones.

The three L.S.A. representatives on C.U.S.A. are: Jean Robertson, L.S.A. Co-President, Anne Stanway, Information Services V.P., and Yvon Jeghers, L.S.A. Board member. The last position will probably be filled by James Counihan.

The next meeting of C.U.S.A will be held on November 23, 1977 where the probable topics of discussion will be the choosing of executives, the establishment of C.U.S.A. Offices and the setting up of a financial committee.

\*\*\*\*\*

#### Member Association News

The Cultural Associations recently reported that their classical recital held on November 5, 1977 was quite a success. It was well-attended and they would like to thank the performers and anyone else associated with the event for their contribution...

On the Departmental Scene there was a first time ever meeting between Loyola Departmental Associations and their Sir George counterparts last Wednesday evening. The meeting was very well received and represented a major step towards uniting Loyola and Sir George on a very realistic level.

The meeting, featured animated discussion on a number of important topics effecting students at Concordia: course evaluation, student representation on various committees, C.U.S.A., the Better Teaching Bureau A.N.E.Q., University Senate and Faculty Council.

Course evaluation was the first item of discussion. It was brought out at this meeting that there are four existing possibilities for course evaluation. They are: Departmental, Faculty, Campus and Concordia-wide. It seems that no one at either Sir George is in favor of a Concordia-wide course evaluation, because they see it each campus, as they now exist, is different, with different problems, attitudes and orientations.

On the other hand, Loyola Departmental Associations seem to be in favor of departmental evaluations while Sir George representatives like the idea of faculty ones. Comments from the Loyola reps. were to the effect that departmental evaluations were more useful because they covered one specific area. This meant that the questionnaire could be specifically designed to suit a particular Department, therefore it would be more accurate. Those Sir George members in favor of the faculty



#### Focus 4

brand of evaluation used basically the same argument, claiming that the Science Faculty, for example, has its own unique problems. Evidently the fact that chemistry might have a different orientation than say Biology, as the departmental supporters would suggest, was not considered. The reaction to both types of evaluation by some representatives that with so many different evaluations going around, there was a good chance of useless duplication.

Finally a number of people suggested that Campus evaluation would be the best choice because it would probably be more efficient and more accurate than the other three methods.

The next item on the agenda was student representation on Committees. Discussion on this subject revealed that for the most part students are better represented on committees at Loyola than at Sir George. The Search Committee for Departmental Chairman was just one example mentioned in which Loyola Departmental Associations have more student representation than Sir George.

The newly launched Better Teaching Bureau was the next topic set for discussion. Generally people agreed that the B.T.B. was an interesting and worthwhile concept. There were some interesting criticisms, however. For one thing, some people felt that the B.T.B. would stress only the negative aspects of a course, while none of the possible good points would be brought out. Others suggested that the B.T.B. would be redundant vis-à-vis course evaluation. Some members felt that the Bureau should work out of the Office of the Ombudsman. Finally some representatives pointed out the danger of detailed B.T.B. information being publicized. Despite these criticisms, both groups agreed that the good points of the Better Teaching Bureau outweigh the bad.

C.U.S.A. was another important item given lengthy discussion as well. The main suggestions were that C.U.S.A. should have equal or proportional representation on each campus; that there should be some continuity in direction; that there be a referendum to more or less legitimize C.U.S.A.; and that a decision be made soon on the position of Departmental Associations and clubs within the C.U.S.A. structure. The other item brought up on C.U.S.A. was what type of structure it will finally take: unitary like Loyola or a loosely constructed federation like exists now. ?

The outcome of questions and suggestions on C.U.S.A. was that Sir George and Loyola reps. both agree that unity is important and that the various associations and clubs should work toward that end. They all agree that C.U.S.A. is very important and it should be made to evolve into a strong body representing Concordia students.

A.N.E.Q. came up next on the agenda, with both groups claiming that this is a very useful body. Students added that they liked the idea of having representation at the national level. Those attending generally felt that A.N.E.Q.'s main job was to lobby to keep tuition fees and the size of classrooms down. Others brought up the notion that A.N.E.Q. should play a role vis-à-vis foreign students' tuition fees as well. One member also suggested that A.N.E.Q. play a part in students' search for employment upon graduation. Finally some reps. felt that sub-bodies of A.N.E.Q. like the F.A.C.E.Q. (for engineering) should be expanded, because these individual bodies are more aware of the unique problems of a specific faculty or group.

Finally Loyola and Sir George reps. discussed the need for more student representation on University Senate and Faculty Council. They are aware of this need and they hope to rectify it. It was also brought up that there should be more agreement among student representatives.

This initial meeting of Loyola Departmental Associations and their Sir George counterparts brought up many interesting and important subjects. It was a lengthy but worthwhile meeting with people from Loyola learning more about people from Sir George and vice versa. For all intents and purposes we are one university. The meeting of these two groups sponsored by Departmental Council Chairman, Antoinette Bozac, was an important step in making the University more united in structure and spirit.

\*\*\*\*\*

#### New Program For Radio Loyola

From Don Weekes, Program Director at Radio Loyola we have learned that Radio Loyola has a brand new 60 minute news magazine program entitled Live Aujourd'Hui. If you caught Nov. 4th's first live broadcast



you would have found out about the Hingston Hall suicides; real or rumour? Or learned just what a Hallogram from a Concordia's resident expert, or why married students do better academically than single students. You would also have heard the new single by Boz Scaggs.

Live Aujourd'Hui is hosted by Dave Rodgers and Nancy Hencher who keep the students informed on topical issues and any anecdotal news happening within the community. Along with their commentary throughout the program, regular contributors add a different dimension to this live formatted program with their own views on any subject ranging from music concert reviews to political criticism or any other thought pieces. Other contributors from the general population of Concordia are encouraged to actively participate with any comments or thought pieces.

Live Aujourd'Hui is broadcast every Friday at 1:00 P.M., through your local Radio Loyola speaker.

\*\*\*\*\*

### Bits and Pieces

We now have a full board of directors at the Campus Center. The final member was ratified at the last meeting. Dan Fonda is the new addition representing part-time students. The next time you walk into the Campus Center and notice the new sign just as you go in the door, it was put there because of recent problems the Campus Center had with "dope".

The Board felt that the sign would let the student and any other people coming into the Campus Center know what the position of the Board is concerning the use of drugs on the premises. One important thing concerning the Campus Center that most students don't realize is that all Campus Center Board of Director meetings are open to the student body - Also remember there are students at large on the Board to represent you as students and they are open to any gripes you as students may have...

Library Committee the committee met for the first time on Tuesday Nov. 4th and the chief items of discussion were library book budget, and the periodical loan policy. Concerning the loan policy of periodicals within Concordia University, a faculty member suggested that only faculty members be allowed to take periodicals out for as long as two weeks. This

policy was rejected by the committee, but a consensus was reached amongst the committee members that faculty only be allowed to take out the periodicals for 2 days. This, however, is unlikely to be implemented

The only change that the L.S.A. would like to see concerning the loan policy for periodicals is that a request may be made by students and faculty inclusive. Which is pretty impossible at the time being because of the length of time it takes for items to get from one campus to the other. In all the L.S.A. opposes any policy which denotes preferential treatment for faculty or students.

The two motions concerning the library loaning periodical policy brought up at the Arts and Science Council of the 4th were, that the University Senate liberalize the right to borrow bound periodicals and microfilm and that at least both should be circulated between libraries on both campuses. This motion was passed after much debate and many faculty spoke against the motion.

Some interesting tidbits of information concerning the library, (according to the library) are that the library at the present time is unable to utilize all the money in their budget that is allocated for new books. The reason they give for this is that there is not sufficient money in the budget to hire new staff so that the new books may be classified and shelved. The other tidbit, is that according to a library spokesman the library has recently improved the lighting throughout the whole library, however, according to many students who frequent Vanier Library the change is not noticeable. The hours which the Concordia libraries are open is also a point of contention for many students. They have a very good point, when you consider that our libraries opened at least 15% less of the time than say those of McGill, and there are no special hours when non-Concordia students may utilize the library facilities...On the educational scene, David Hedmann who is Education V.P. in the L.S.A. is planning an education symposium for the first week of February and anyone interested should get in touch with him. What this symposium hopes to accomplish is a debate between different disciplines within university programs...On the external front, the 8th Congress of A.N.E.Q. was held the weekend of October 28th-30th. Alain Lajoie who is Loyola's representative on A.N.E.Q., will have the official minutes and his own report soon, which will be available to



anyone who is interested. Alain will also be circulating a petition on campus, to be sent to the Minister of Education, outlining A.N.E.Q.'s demands for: the abolition of tuition fees and free basic materials (class notes, tools, etc.); that post-secondary students be given independent status when being considered for loans or bursaries; that these loans and bursaries be indexed to the real need of students and to the actual amount of money made over the summer; and that students not living with their families be automatically considered as non-resident of this home... On the Social Scene, this year's Carnival should be an excellent event. The carnival committee has been getting its act together over the last week and our new Chairman Dave Murphy (L.S.A. Board of Directors chairman) seems very optimistic... Talking about social events, the L.S.A. 11th Anniversary party which took place recently was to say the least a disaster in more ways than one. My advice to the Operations Committee of the L.S.A. is that in the future they publicize the event more and organize themselves.... last but not least, the famous student directory', believe it or not has a very good chance of appearing this week sometime.

\*\*\*\*\*



## BETTER TEACHING BUREAU

The BTB was established in 1977/78 to achieve the following:

- 1) To provide students who have a grievance, complaint, or criticism about a course or professor with a forum through which to voice their concern about a particular problem area. The BTB will protect student anonymity.
- 2) To provide individual students with a real input into departmental affairs.
- 3) To provide the departmental association executives with the information necessary to ensure that the students' best interests are represented in the departmental contractual and tenure committees.
- 4) To provide individual professors with valuable information concerning how students perceive their teaching skills and style, and their course content.

To achieve these goals, we request your cooperation in answering this questionnaire. Please do this as thoughtfully and accurately as possible.

After you have answered all the questions please fold this questionnaire so that the address of the BTB will be visible. Staple or tape the form together and drop it into the nearest internal mailbox in your department, at the internal mail office (AD109), or bring it personally to the BTB office at the LSA Building at 6931 Sherbrooke St., West, Room 301 or 307.

6. Have other students registered in this course indicated agreement or disagreement with your perception of the problem area(s) discussed in question five (5)?

agreement \_\_\_\_\_

don't know \_\_\_\_\_

disagreement \_\_\_\_\_

7. Do you think there are solutions to the problem area(s) you have outlined in question five (5)?

Yes \_\_\_\_\_

No \_\_\_\_\_

If yes, what are they?

(continue on overside if necessary)

8. In order to protect the credibility of the Better Teaching Bureau, and to make it work better for you, we must insure you are registered in the course being discussed in this form. To verify with the university (the Registrar's office) that you are registered in this course, we need your ID number.  
My ID number is: \_\_\_\_\_

NOTE: This form will be typed (or retyped) to protect your anonymity. Your ID number will not appear on the typed version and this copy will be destroyed.



STUDENT ANONYMITY WILL BE PROTECTED

Please fill out all questions

1. What department  
offers this course? \_\_\_\_\_
2. What is your major? \_\_\_\_\_
3. Name of professor \_\_\_\_\_
4. Course title \_\_\_\_\_  
Course number \_\_\_\_\_  
Course section \_\_\_\_\_
5. What are your criticisms, complaints or grievances about this  
course? i.e., the course content, the value of required read-  
ings/texts, the method of evaluation, the availability of the  
professor outside the classroom:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_